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ABSTRACT

Programs that link education and work and implications of the 1980 Higher Education Act for the expansion of work-learning opportunities are considered in this bulletin. Considerations for designing and operating a program combining academic learning with work experience is discussed by Yolaine Armand of the College for Human Services in New York City, which has combined classroom work with human service practice for inner-city, low-income adult students. Michael B. Goldstein, in reviewing the 1980 Higher Education Act, claims that student work programs, notably College Work-Study, are to be considered in the context of their educational and vocational as well as economic value. This issue of the bulletin also considers two service-learning programs in Atlanta, a program in Detroit at Wayne State University involving labor unions and six public universities to train rank and file women and minorities for leadership roles in the community, the Grand Rapids Junior College Mentorship Program that pairs high school students with professionals for on-the-job work and observation; and the American Indian Studies program at the College of St. Scholastica in Duluth, Minnesota. The two service-learning programs in Atlanta are the Atlanta Urban Corps, which arranges paid internships in Atlanta public service agencies, and Project EXCEL (Exemplary Collegiate Experiential Learning Program) at Georgia State University, which is aimed at improving accessibility to its associate of science degree program by low-income, CETA (Comprehensive Employment and Training Act)-eligible youth in Atlanta. (SW)

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Connections is the bulletin of the Urban College and University Network. Network participants are two- and four-year colleges and universities, both public and private, located in major U.S. urban centers. The Network provides a means for sharing information on successful or promising efforts by colleges and universities in the city to serve the educational needs of city residents, particularly poor, minority, and disadvantaged persons, and about the more persistent problems encountered by these colleges and universities as they provide education in the city.

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Combining classroom learning with work experience presents a unique set of opportunities and a unique set of challenges for the urban college or university. Education can tap practically unlimited learning resources in the city and offer almost immediate pay-back through serving important community needs.

Connections asked Yolaine Armand to share with readers something of what she has learned about integrating education and work from her experience on the staff of the College for Human Services in New York City. The College has pioneered the development of professional education combining classroom work with human service practice for inner-city, low-income adult students. Her essay touches upon some important considerations for designing and operating a program.

In another essay Michael Goldstein presents a brief analysis of the implications of the 1980 Higher Education Act for the expansion of work-learning opportunities.

Other articles in the issue provide a sampling of programs on Network campuses across the country. By linking education and work each program demonstrates how both student development and community needs can be addressed.

As the communications medium of the Urban College and University Network, *Connections* aims to begin the sharing process. Directors of the programs described are ready to talk with interested colleagues. Network staff wants to know about other efforts to link higher education and work in the city. ■

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LINKING HIGHER EDUCATION AND WORK IN THE CITY

Also in this issue:

- Service-Learning
- Minority Leaders
- Career Mentors
- Indian Careers

Combining academic learning with work experience is attractive to an increasing number of students. They are asking for a more pragmatic approach to education as they find themselves ill-equipped to begin careers when they finish school. Their demands for "relevance" in education are sustained by the real necessity of being adequately prepared for the challenges of a complex, changing world.

Setting up opportunities for work and study are fairly easy. The real challenge is to design and implement a program that delivers maximum benefits from the combination.

CONNECTING CURRICULA TO CAREERS

It is essential that the curriculum be developed from the perspective of the field, created around the skills and knowledge students will need for success in their careers. The most effective instruction keeps in mind a double objective--bringing the field into the classroom and taking classroom teaching into the field.

To bring the field into the classroom, the field skills that students will need must be identified early. Job descriptions and work assignments provide useful guidelines for the development of an integrated curriculum.

One method of bringing the field into the classroom is to illustrate concepts with examples from the field experience. Lessons may include cases, situations, terminology drawn from the field, and actual agency environments and client populations instead of hypothetical situations. A statistics problem may be illustrated with demographic samples of an agency's clients or by using its budgetary data.

Another method of bringing the field into the classroom is the field seminar where several students working in similar professional areas meet regularly with a faculty member to discuss learning experiences and the professional skills being acquired on the job. They are encouraged to report examples of how concepts learned in the classroom apply to their work situations. The seminar not only permits students

Academic Affairs at the College for Human Services in New York City where her responsibilities included supervision of curriculum and faculty. Earlier she was co-founder and director of educational programs of the New York. A Ph.D. candidate in sociology at The New School for Social Research, Ms. Armand is currently completing a study of social stratification in Haitian society.

". . . demands for 'relevance' in education are sustained by the real necessity of being adequately prepared for the challenges of a complex, changing world."

to share experiences and to analyze field work, it also generates mutual support. It reinforces the notion that their field experience is an important element in the educational program.

A third field-to-classroom vehicle is the integration seminar, conducted at the end of the course to strengthen understanding of the relationship of theories and ideas to the world of work. In the seminar, students review the curriculum using insights and expertise gained as a result of work experience. A variety of formats is possible. One is a panel discussion by field supervisors or guest professionals. Another is discussion of actual field cases developed by the students.

Classroom-to-field strategies carry the content and activities of the classroom into the field agency. For example, students might be assigned to research and diagram the bureaucratic structure of the agency, its services, and the types of changes that would improve its effectiveness.

Another method is to assign students to field test abstract concepts learned in the classroom. The behavioral sciences lend themselves readily to such exercises. Other disciplines can also be applied to the self, other individuals, groups, institutions, the jobs that people do, or selected parts of the work environment.

Since students' field work must be evaluated along with their classroom work, the evaluation process can be used to take the classroom into the field. The College for Human Services uses what it calls "Constructive Action" as a tool for assessing student competencies. The constructive action is a specific activity planned and carried out by the student on the job while applying theories and skills taught in the classroom.

ASSURING QUALITY FIELD EXPERIENCES

Field agencies must be chosen with care. The best sites are willing to allow students to practice a range of skills in a variety of situations. They will provide competent staff with the time and ability to supervise and assess student performance and to maintain liaison with the teaching institution.

Another contributor to quality is a well written job description. In addition to clarifying the work assignment for the student, the job description aids in developing the curriculum and assessing student performance. An important note about the job itself—it should require a gradual increase in responsibility to allow students to become confident of their ability to master necessary skills.

Agency supervisors need to understand that they perform an essential function for the educational institution. They have to be familiar with the curriculum and willing to guide students as they test conceptual methods and approaches learned in the classroom. Supervisors also must be willing to share their knowledge with students, confer with them regularly, and direct them to educational resources offered by the agency or other agencies in the community.

College faculty members who serve as students' mentors are responsible for continuously ascertaining student field experience needs and assessing student growth on the job. In order to do so, mentors must visit the job sites frequently to observe students' performance, help them translate their academic learning into field practice, and assist with problem-solving.

The liaison role required of both academic and field personnel is crucial to maintaining the partnership. As they interact successfully over matters pertaining to students' progress, the relationship between the two institutions will be strengthened.

RECRUITING AND TRAINING STAFF

Successful implementation of school-work objectives requires special attention to staff recruitment and training. The program will be greatly enhanced if it can be partially staffed by faculty and administrators with field experiences that are related to the program's work content. Their insights and know-how will be valuable in designing courses and teaching required skills. Teachers with field experience will understand more completely the realities of the agencies and relate more effectively to the bureaucracies. They will be a resource to other teaching staff as they bridge the gap between school and work. The placement agencies themselves represent a good source of qualified professionals who may be tapped as teachers.

Faculty members need training and continuous support in their dual teacher-mentor role. At the College for Human Services, faculty members function as "coordinator-teachers." The role is complex and involves team curriculum planning, classroom teaching, supervising students' field work, advocating on their behalf in the agencies, serving as liaison between college and agencies, and providing overall guidance and support to students.

It is necessary to have a field administrator assigned responsibility for organizing and supervising agency operations and for providing faculty direction and resources. Faculty will need materials on the professions and the agencies. Experts and practitioners can be invited into discussion groups to sharpen faculty members' knowledge of field and academic integration. Faculty must also be encouraged to attend relevant local seminars and workshops. In some instances teaching loads will have to be adjusted to allow adequate time for professional development.

Field and academic personnel need to meet regularly to discuss their programs, their problems and successes, and their students' progress. By offering opportunities for the exchange of important information, these joint meetings help improve the teaching-learning process.

SERVING STUDENTS AND THE COMMUNITY

The need for educational change and reform in light of the exigencies of the world of today, and tomorrow, is well recognized among educators and policy-makers. Education's basic aim is to enable people not only to acquire knowledge but also to function effectively in their physical and social environments. While the relative value of one or the other of these goals may be debated, it cannot be denied that students today need knowledge and skills to cope with the harsh demands of the fast-moving world.

Personal, intellectual, and professional development cannot be dealt with separately. There is a need for educational approaches which help students develop as whole human beings. This integration needs to be rationally planned and implemented with the college and the employing agency sharing responsibilities as active partners. The benefits to the students, the cooperating employers, and the broader community are well worth the effort. ■

Michael B. Goldstein, a member of the Washington law firm of Dow, Lohnes & Albertson, was active in the process resulting in the 1980 Higher Education Act as counsel to the Committee of Urban Program Universities and the Coalition for Alternatives in Postsecondary Education. He serves on the advisory panel to the Urban College and University Network.

HIGHER EDUCATION REAUTHORIZATION: EDUCATION-WORK IMPLICATIONS

The Higher Education Act of 1980, commonly called the 1980 Higher Education Reauthorization, represents the culmination of nearly two years' effort aimed at refining the plethora of institutional and student assistance programs that have emerged since the mid-1960's. Provisions of the reauthorization pertaining to student loans and to so-called developing institutions have received a great deal of effort and attention. But a most significant change has occurred unheralded: the first clear enactment that student work programs, notably College Work-Study (CWS), are to be considered in the context of their educational and vocational as well as economic value.

The new statutory language is modest enough: "Employment made available from funds under this part will, to the maximum extent practicable, complement and reinforce the educational program or vocational goals of each student receiving assistance under this part." But in so amending the statement of assurances to which colleges must agree before their students can participate in CWS, Congress has taken a monumental step in redefining the purpose of the program and its relationship to the academic enterprise.

For 15 years, CWS has been viewed by colleges, Congress, and Federal officials alike as primarily a tool for giving needy students a job—any job. Ironically, when CWS was first enacted under the Economic Opportunity Act of 1963, it was viewed as having a significant educational and community service role. But when it was re-enacted one year later as part of the landmark Higher Education Act of 1965, it became altogether a financial aid program for the neediest of students. The relation of students' work to educational and vocational interests or goals was a secondary consideration, if considered at all.

The Higher Education Reauthorization of 1980 sets a very different course. "It is obviously preferable to use Federal funds, including work-study funds," reported the House Education and Labor Committee, "in ways which will enhance the education of the student involved. Indeed, it is more important to serve the educational needs of the student than it is to subsidize the payroll cost of the institution."

Coupled with making CWS serve learning as well as earning objectives are changes which give institutions access to additional resources for support of the design, development, implementation, and evaluation of work-learning programs. A new section on Work-Study for Community Service-Learning permits the institution to use up to 10 percent of the federal share of CWS community service-learning wages for designing, developing, and operating such activities. Also, the funding limit for the Job Location and Development Program has been increased to $25,000 per institution. These changes are significant since the relatively high cost of providing students with meaningful work-learning experiences frequently has been an obstacle to establishing or expanding programs.

A few other changes wrought by the 1980 reauthorization measure bear mention, insofar as they have implications for work-learning at the postsecondary education level. Recognizing an emerging trend, Congress has amended the definition of Cooperative Education to encompass *parallel* as well as alternating periods of work and study. Also, eligibility for student financial assistance, in the form of grants and work-study, has for the first time been extended to less-than-half-time students, offering an entirely new constituency an opportunity to participate in work-learning activities. The new Education Outreach Programs provision is directed toward alternative educational delivery systems that can serve un- or underserved groups—workers, women, and older persons—for whom work-learning programs may be even more applicable than for traditional college students 18-22 years old.

Finally, reflecting the coming of age of the work-learning concept, the mandate of the Fund for the Improvement of Postsecondary Education (FIPSE) has been amended to include "the creation of institutions and programs involving. . .new combinations of academic and *experiential* learning." The sentence formerly read "experimental"; introduction of the term "experiential" codifies long FIPSE practice, but, more important, indicates the willingness of Congress to view experiential learning, in all its many forms, as a valid part of American higher education.

NOTE: President Carter signed the Education Amendments of 1980 (PL. 96374) on October 3, 1980. ■

Atlanta

SERVICE-LEARNING: TWO PROGRAMS REFLECT CHANGES IN STUDENTS

ATLANTA URBAN CORPS

The Atlanta Urban Corps (AUC) was born of student idealism in 1967. Started by a group of student leaders with funding from the Atlanta city government and the Southern Regional Education Board, AUC opened for business in 1968 by placing 220 interns.

Today it arranges paid internships in Atlanta public service agencies for up to 1,000 students each year from more than 100 colleges and universities. The internship payroll is met mainly by College Work-Study Program and Comprehensive Employment and Training Act funds.

AUC director Dennis Doherty explains the program as a "service-learning experiential education program designed to give postsecondary students an opportunity to work for short periods of time in jobs or internships related to their prospective careers."

Before they start work, interns are given a job orientation and a briefing on the City if they are from out of town. The staff holds periodic work-related seminars and workshops for the students and counseling is available throughout the internship term. When an internship ends, everyone who has been involved—the student, the agency supervisor, and the AUC counselor—writes an evaluation of the intern's performance and the position. The evaluations are later used to assess the program's progress and to determine where changes, if any, are needed.

The program's ability to attract students must lie for the most part in the diversity of internships it offers. More than 125 positions are available in education, recreation, child development, health, senior citizen services, social work, business, media and the arts, government, neighborhood planning, community services and research. Placements can be flexible. Students with a plan for an independent study project will get help from the staff in locating an agency where it can be carried out.

AUC internships are not a cushy way to spend the summer or a semester. Rates of pay range from $2.90 to $5.00 per hour, as determined by the student's home campus financial aid officer. The average wage is $3.25 per hour for undergraduates and

$3.75 for graduate students. Students pay all transportation costs, find and pay for their own housing, and are warned to arrive with enough money to live for three weeks until the first paycheck is issued. Furthermore, AUC states that it "does not guarantee that your internship will be problem-free and easy."

If students want to earn academic credit for their internship they must arrange it themselves with their own campuses. AUC will supply verification of the educational quality of internship assignments and furnish copies of student evaluations submitted by work supervisors and AUC counselors.

AUC recruits extensively on some campuses and depends on a network of contacts for referrals from others. Matching students with internships is a matter of judgement by the AUC staff, who rely on their knowledge of the jobs available and information from students' application forms. The staff also interviews applicants in person or by telephone if they live outside the Atlanta area. The main criteria for matching the student with the assignment are special skills, previous experience, academic background, and personal interests.

Given its resources, Doherty feels the program does not have much room to grow. A great leap forward would require more staff and a computer system to store data and streamline the process of matching students with positions. That, of course, would lessen the program's person-to-person contact which may be one of the reasons AUC has survived so well.

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■

PROJECT EXCEL

Project EXCEL (Exemplary Collegiate Experiential Learning Program) at Georgia State University is aimed at improving accessibility to its associate of science degree program by low-income, CETA (Comprehensive Employment and Training Act)–eligible youth in Atlanta. Specially targeted are young people 16-21 years old, with employment problems–police records, physical handicaps, family responsibilities, and language barriers.

The program links work experience with academic credit through experiential education courses provided by the University's College of Urban Life. An added value may well be an increased understanding of the problems of youth unemployment and employability that concern educators and government administrators alike.

The program provides special recruitment, assessment, and follow-up academic assistance by tutors and counselors; paid tuition, activities fees, and book allowances; and paid part-time work experience in human service agencies in the metropolitan Atlanta area.

Early problems in student recruiting arose when the CETA staff, unfamiliar with the GSU admissions process, referred students eligible for CETA but too weak academically to gain admission to the University.

"Unfortunately," says Janet Ockerman, former director of the program, "many of these students were unable to handle the academic work. This is not so much because they did not catch on to basic skills concepts in high school; often they were not even exposed in high school to what they needed to know. Thus, the students we started out with needed to go through the University's division of developmental studies before they could begin to pursue our courses.

In order to have more control over recruitment, the EXCEL staff began working with the high schools, identifying students they thought would be able to meet admissions standards. Once identified, they are referred to CETA to determine if they meet CETA's eligibility requirements. "If they do," says Ockerman, "we begin to work with them at least one-quarter before they enroll at GSU to help them take the SAT."

Major components of the program include a curriculum linked to the field placement, a learning plan developed for each work site, and learning contracts between the student and a faculty member.

Once enrolled in the associate of science

degree program, students must take at least 30 hours of work in the College of Urban Life, which offers an interdisciplinary approach to multi-faceted urban problems.

Usually 15 hours are generated from work in the local agency and five hours from structured counseling activities on the campus. However, the amount of experiential work may vary depending on the counselor's judgement of the student's ability to handle unstructured learning.

Describing the curriculum, Ockerman said, "The first course is called 'Reading.' It stresses career development, introduction to the library, goals clarification, and the role of the academic environment. It also deals with the likely supervisory problems that will come up once the student actually goes to work."

The initial set of courses includes English, psychology, sociology, and humanities, all taken in regularly scheduled sections. After this coursework, students are placed in a public agency for work. They are paid for 20 hours of work per week. On the job they get specific career training under individual supervision as part of a learning plan developed by the work site supervisor and an EXCEL coordinator.

Ockerman said that more advanced courses draw on the work experience to demonstrate, for example, Weber's concept of the nature of bureaucracy. One task of the learning plan might be for the student to trace both the formal and informal structures present at the work site.

Next, the student, working with a faculty member, draws up a learning contract that includes academic and career objectives, short-and-long range goals to meet the objectives, and strategies and plans that will enable the student to accomplish the objectives.

Ockerman reports that cooperation from the public agency job sites has been excellent. "We help them develop learning programs for the students, first one quarter at a time," she said. "Later we work with them to plan out a full year of learning programs. They have developed really tight jobs."

When asked what led to the initiation of the program, Ockerman replied, "College interest in development of coursework in experiential education and our on-going interest in serving the needs of our community. Central city minority and economically disadvantaged youth have traditionally been some of the targeted population of the College of Urban Life. However, no program similar to EXCEL has been specifically initiated to improve accessibility of college to these groups."

While the project is still in flux, much is being learned about linking work and learning to meet the needs of low-income youth, the various institutional and regulatory barriers, special counseling techniques, tutoring methods, and student recruiting.

A profile of EXCEL applicants, for example, showed them to be black, female, and with children or other family responsibilities. The vast majority were either high school graduates or held a General Equivalency Diploma. Only 3.2 percent were of Hispanic origin and none reported a handicap. State and federal government has led the way in career preference, followed by hospital and social welfare work.

A sizable percentage of students has expressed interest in careers that can only be pursued in the private sector, which has not been involved in the project. The reasons for this void have been the traditional Department of Labor hesitancy to subsidize job training in private industry and the private sector's tendency not to hire people off the CETA rolls. Staff members are working to change these attitudes, and agreements may be reached that will allow private firms to provide job sites for EXCEL students.

Even though there are modifications ahead for the project, the College of Urban Life is preparing to share the EXCEL experience with others in higher education and in the field of employment and training. On May 7 and 8, 1981, the project will be explored in a two-day workshop entitled "Innovative Postsecondary Curricula: Linking Work and Learning to Meet the Needs of Special Target Groups."

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Detroit

UNIVERSITIES, UNIONS, MINORITY WORKERS PRODUCE NEW LEADERS

In the heavily unionized state of Michigan, labor unions in cooperation with six public universities have begun the third year of a program to train rank and file women and minorities for leadership roles at work and in the community.

The program, thought to be unique in the nation, is called the Union Minorities/Women Leadership Training Project. It is 80 percent funded by the state legislature and the remainder by a grant under Title I of the Higher Education Act.

Wayne State University forms the basis for this report. The five other participating schools are Michigan State University, University of Michigan, Northern Michigan University, Eastern Michigan University, and Oakland University.

The major unions closely involved in the program are United Auto Workers, AFSCME, Communications Workers of America, the Michigan State and the Metropolitan Detroit AFL-CIO. Others include retail clerks, butchers and meat cutters, steelworkers, and police. All courses and seminars in the program are open to members of any union.

At Wayne State the students are all full-time workers–mostly blacks, Hispanics, Arabs, and women. Some have college degrees and some have not finished high school. They represent what the Michigan labor movement and the universities see as a neglected group, whose color, sex, or ethnic origin has been a barrier to advancement on the job and within the union hierarchy.

According to Eugene Brook, director of the Labor Studies Center at Wayne State, the need to identify potential leaders among women and minorities and to equip them to assume more responsible and influential roles in their unions were key reasons for creating the program.

"Despite the long standing efforts of the labor education programs in the universities and the unions," said Brook, "neither institution had adequately supported the development of the leadership potential of minorities and women within the Michigan labor movement."

"We began on October 1, 1978," recalls Gerard Pittman, project director at Wayne State. "We had no model to work from, so

we started from scratch. Our first program was for Arab workers. We held two leadership training programs to familiarize them with union terminology.

"The original goals remain largely unchanged." says Pittman. "They are to educate, motivate, and stimulate women and minorities to get better jobs and become more active in union affairs." Union officials hope the program will help close the gap between the hiring goals of affirmative action and the lack of qualified applicants.

More recently, another goal has been identified–to help unemployed workers, particularly blacks, understand the effects of unemployment. The program offers a series of courses dealing with the economic, social, and psychological aspects, and especially impact on the family.

The courses and seminars are all noncredit and are offered year-round. There is an emphasis on basic courses in assertiveness training, effective union participation, and communication, but subject matter for new courses that will appeal to an ever widening range of students is constantly being explored.

Faculty are termed ad hoc, and are drawn from Wayne State and from minorities in the Greater Detroit labor unions. The Resource Committee composed of leaders in the unions, minority communities, and social service agencies helps to provide the state-wide project with audiovisual and printed instructional materials, much of which comes from the unions themselves. Classes are held at Wayne State and at union facilities.

The Wayne State program has tapped a responsive market. More than 1,000 students turned out for the 30 courses offered the first year, and the pace is being maintained.

A structured evaluation system for the program is being prepared. Meanwhile, Pittman, who teaches in the program, tries to monitor all classes. Informal reaction from students has been good, he says, and 15 of them have enrolled in Wayne State's two-year degree program offered by the Institute of Labor and Industrial Relations. From there, says Pittman, they can enter any of Wayne State's academic colleges without meeting further admissions requirements.

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Grand Rapids
MENTORS MAKE WORK, CAREERS REAL

When 17-year-old Jeanie got a chance to spend five hours a week working at the National Weather Bureau in Grand Rapids, Michigan, it "was like a dream come true."

Jeanie was among 40 high school juniors and seniors selected to participate in the Grand Rapids Junior College Mentorship Program when it began in 1978. The program pairs students with professionals for a full semester of on-the-job work and observation.

The original purpose of the program was to encourage more minority high school students to consider careers in technology, health, business management, and pre-engineering–program areas where minority enrollment at the junior college has been low. After the first year the program was expanded to include college students, and mentors are now sought in every field where there is student interest.

The majority of the funding comes from the Grand Rapids Foundation, a local philanthropy, with additional contributions from the College and the public school district. The total annual budget for a maximum of 40 students is $42,000.

To qualify for the program, Jeanie had to have a 2.0 or better grade point average and be recommended by her school counselor. She underwent a rigorous interview before she was assigned to the Weather Bureau.

"We work very closely with the students," explained Pat Pulliam, program coordinator and the lone professional on the staff. "This helps us place students with mentors they are eager to learn from."

Students work side-by-side with their mentors performing assigned tasks that relate to day-to-day activities. With the chief meteorologist at the Kent County Airport, as her mentor, Jeanie learned how to prepare river readings, plot upper air soundings, and mark up a weather map. She frequently reads weather forecasts over the Bureau's weather radio station.

"My experiences in the program helped convince me that I want to be a meteorologist," said Jeanie. "The people I worked with were encouraging; they're the kind of people I would like to work with when I start my career."

After her stint at the Bureau, her mentor arranged for Jeanie to get additional training while she was attending college, and she's working at the Bureau during her vacations.

Mentorship sites in the program include an advertising agency, a radio station, hospitals, government agencies, and the local office of IBM. Students earn credit, but are not paid for their work.

Pulliam often finds mentors to fit special student needs. This spring she found a place at the Kent County republican headquarters for a student interested in both public relations and political science. A women returning to college after a divorce had never held a job, but thought she might want to become a legal secretary. Pulliam found a mentor for her so that she could explore the possibilities of a career.

Pulliam believes that observing workstyles is an important part of the mentor experience for minority students. "They learn what skills are needed for the job, and see how the mentor uses his time," she said.

She cited the student whose mentor is a lease marketing representative at IBM. "If the mentor meets with a bank president for lunch to talk about a lease, the student goes along and sees how his mentor functions at a business lunch," she said.

Observing others at work is one way the program differs from cooperative education, says Pulliam, who thinks of mentorship as a pre-cooperative education experience.

Once a month, students in the program attend a seminar arranged by Pulliam to help develop interpersonal skills–for instance, how to relate to older mentors–and employability skills. Pulliam has a pool of personnel counselors and local business owners to staff the seminars. She also has an advisory committee of high school counselors, College administrators, faculty, parents, and students to assess the program and make recommendations.

The Grand Rapids Chamber of Commerce has endorsed the program and the business community is highly cooperative. "They need exposure to minorities," Pulliam said, "and many of them need more professional contact with women. They see the program as a good investment."

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Duluth
CAREER DIMENSION FOR AMERICAN INDIAN STUDIES PROGRAM

The only private institution in Minnesota to offer a major and a minor in American Indian Studies is the College of St. Scholastica (CSS) in the northeastern part of the state. Started in 1972, with the purpose of promoting awareness of Indian culture and providing training for leadership in Indian affairs, the CSS program has begun to add something new–concentrations with a stronger career emphasis.

CSS is a small, Catholic liberal arts college in Duluth, the State's third most populous city. Located at the western tip of Lake Superior, Duluth has an Indian population of significant size and is within a few hours driving distance of major Indian reservations in both Minnesota and Wisconsin.

The CSS program offers Indian history, literature, language, music and dance, philosophy, art, sociology, and religion. There are also courses in contemporary Indian issues, Indians in the urban areas, tribal economics, and American Indian law and government. The faculty and staff are all of Native American descent–Chippewa, Ojibway, Choctaw, and Oneida.

According to department chairman Robert E. Powless, there are generally 8-15 majors in the program which serves about 100 of the 1,200 students on campus each year. American Indians, of which there are 40 enrolled at CSS, usually account for three of every four in the program.

Like all CSS students, those in the Indian studies program are required to do a "direct action" one-quarter internship in an organization that relates to their majors. The Indian studies majors work in Duluth agencies whose clients include a proportionately large number of Indians. An additional part of their experience is trips to nearby reservations to meet with tribal leaders for discussions of problems and issues.

Powless said that most graduates tend to move into second level administrative jobs where at least a part of their responsibility is contact with Indian people. But is this enough? Powless, a full-blood Oneida Indian from Wisconsin who teaches history and education conveys the impression that it is not. He sees a need for greater specialization.

His first attempt at more career-directed education is a concentration in Indian Affairs Management. The program was worked out in cooperation with the Management Department where business administration courses are taught. The program was first offered in 1979 and, Powless says, "needs a couple of times around the horn to know whether it will work."

Powless is also negotiating with the Health Sciences Department to expose nursing and pre-med students to health care management and delivery services on reservations. This is an area, he says, where tribal leaders are asking for trained Indian people.

To get even more mileage out of his program, Powless is encouraging students to take Indian studies as part of a double major to improve their employment marketability. He cited two nursing students who double-majored in Indian studies and then went on to jobs in traditional institutions where their work includes health care for Indian patients.

Powless has no complaints about support for his program. However, he finds that the campus often mirrors the problems Indians face when they leave the reservation to live in the white man's world. There is the same lack of understanding of the uniqueness of the Indian culture and the ways in which it conflicts with the values and doctrines of modern American society.

"Our students come from a different background and they are not as well versed on how to play the school game as are non-Indian students," he said. "Some of our staff have just turned off the Indian students."

So with one eye on the world outside the campus, Powless deals with the problems at home by holding Indian awareness seminars for faculty and staff.

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eric as a resource

The following references are drawn from the data base of the Educational Resources Information Center (ERIC) and have been announced in either of ERIC's two monthly publications, *Resources in Education* (RIE) or *Current Index to Journals in Education* (CIJE). RIE and CIJE are available for reference in college, public, and government libraries around the world. Reports listed with an ERIC document (ED) number are available in nearly 800 ERIC library collections; they are also available in microfiche (MF) or paper (PC) copies from the ERIC Document Reproduction Service, P. O. Box 190, Arlington, VA 22210. ERIC prices include postage.

Breneman, David W.; and others. *Education for Employment: Knowledge for Action. Report of the Task Force on Education and Employment, National Academy of Education.* 1979, 285p. (ED 178 778) MF-$.98.

The relationship between education and work is reviewed–where we stand, present and future labor market realities, youth problems in the labor market, consequences of schooling, work-education programs, career guidance, learning needs of adults, employment and training programs, and occupational licensure. Action-oriented recommendations focus on basic skills development, work experience program improvement, development of more comprehensive and systematic guidance and counseling services, ways to finance and encourage recurrent education, and education and employment needs of "outsiders" in society.

Campbell, Dale F. and Korin, Andrew S. *Occupational Programs in Four-Year Colleges: Trends and Issues. AAHE-ERIC/Higher Education Research Report No. 5, 1979.* 44p. (ED 176 645) MF-$.98; PC-$4.46.

After a brief historical overview, the status of occupational programs is discussed with emphasis on patterns of organization. Topics include admissions policies, the dominance of liberal arts influence, the two-plus-two

Network Advisory Panel: *Milton Bins, Senior Associate for Policy and Program Development with the Council of the Great City Schools, Samuel Convisser, Staff Vice President of the RCA Corporation; Harvey Garn, Director of Urban Development and Process Research with The Urban Institute; Michael Goldstein, Attorney; Arnold Grobman, Chancellor of the University of Missouri at St. Louis; Carl Holman, President of The National Urban Coalition; Sister Dorothy Ann Kelly, President of the College of New Rochelle; Regina Kyle, Vice President of the Association of American Colleges; Lucille Maurer, Delegate to the Maryland State Legislature; Ernest Morial, Mayor of the City of New Orleans, Daniel Perlman, Dean of Administrative Services for Roosevelt University in Chicago; Herbert Sussman, Chancellor of the San Francisco Community College District, Jose Vazquez, Professor of Education at Hunter College in New York City, and Ronald Williams, President of Northeastern Illinois University in Chicago.*

concept (a technical two-year curriculum articulated with a two-year upper-division baccalaureate program), the adequacy of student services, the labor market focus, and granting credit for occupational experience.

Carnegie Council on Policy Studies in Higher Education. *Giving Youth a Better Chance: Options for Education, Work, and Service. A Report with Recommendations.* 1979, 353p. (ED 184 383) MF-$.98.

Ways in which problems of rising youth unemployment are being addressed in the U.S. and other countries are discussed. Chapters address schooling, employment, and community behavior; special problems of young women; education for work and work for education, new directions in vocational education; fundamental restructuring of schools; responsibilities of postsecondary education; employment policies for the deprived; a national education fund as a path to self-help; and responsibilities of the U.S. Congress, the Administration, colleges and universities, and foundations.

Cohen, Alan J.; and others. *Cooperative Education—A National Assessment, Executive Summary.* 1979, 29p. (ED 148 236) MF-$.98; PC-$4.46.

The degree to which cooperative education is a viable educational and/or financial aid mechanism for institutions of higher education is examined in this report sponsored by the U.S. Office of Education. It also reviews the effectiveness of the federal role in supporting cooperative education through Title IV-D of the Higher Education Act. The potential for expansion is assessed as is the federal role in promoting the growth of postsecondary cooperative programs.

Solmon, Lewis C., Ed. "Reassessing the Link Between Work and Education," *New Directions for Education and Work* n1, Spring 1978.

This inaugural issue and subsequent issues review a variety of topics pertaining to evolving practices and issues. ■

making connections

National Work-Education Consortium

NWEC is an association of community and state-level work-education councils. Councils open lines of communication among organizations that serve as catalysts for work-education linkages, bringing community resources together for action, and serving as a community voice in developing public policy on work-education issues. Each council includes local education, business and industry, organized labor, government, community service, youth, and professional organizations. NWEC publishes a bi-monthly bulletin that keeps readers abreast of policy, publications, and program developments in the work-education arena and provides the principal vehicle for continuous networking among members. A wide range of services is available to communities and organizations including an information exchange service, telephone consultations and site visits, and conferences and workshops. For more information contact: NWEC, 1211 Connecticut Avenue, N.W., Suite 301, Washington, D.C. 20036, (202) 887-6800.

You & Youth

"What business is doing to employ and train young people" is the focus of *You & Youth*, a monthly newsletter published by Vocational Foundation, Inc. VFI has been in operation since 1936, and each year it places more than 2,000 young people in jobs with 1,500 employers in the New York metropolitan area. *You & Youth* however reports nationwide on collaboration by business, government, and education to improve employment and employability of youth. For subscription information contact: Vocational Foundation Inc., 44 E. 23rd. Street, New York, New York 10010.

National Center for Service-Learning

Since 1969, NCSL has worked as advocate for the development and expansion of student volunteer and service-learning programs. The Center develops and distributes resource materials, publishes *Synergist* three times a year, offers training and consultation services, and administers the federal grant program University Year for Action. To request materials or services contact: National Center for Service-Learning, ACTION, 806 Connecticut Avenue, N.W., Room 1106, Washington, D.C. 20525.

National Report for Training and Development

National Report is published by the American Society for Training and Development (ASTD), an association of human resources development professionals working in business and government. The newsletter reports in-brief national policy developments, significant research findings, new program developments, and the availability of training/education resources. For subscription information contact: ASTD Editorial Offices, Suite 400, One Dupont Circle, Washington, D.C. 20039, (202) 659-1085. ■